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ABSTRACT

To serve as a basis for establishing compatibility among the states in planning, implementing, and evaluating programs and services for persons with special needs and in reporting enrollments and other pertinent information, this pamphlet provides specific requirements of the Vocational Education Amendments of 1968, and classification systems for identifying the disadvantaged and handicapped. These guidelines will prove useful for teachers and other educators in helping these groups to pursue careers successfully. A bibliography and six sample tabular forms for reporting statistical data are included. This working document is a revised edition of a 1970 pamphlet of the same title. (AG)

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WORKING DOCUMENT

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GUIDELINES FOR IDENTIFYING, CLASSIFYING, AND SERVING THE DISADVANTAGED AND HANDICAPPED UNDER THE VOCATIONAL EDUCATION AMENDMENTS OF 1968

REVISED EDITION

Suggested Utilization of Resources and Guide for Expenditures

U.S. DEPARTMENT OF HEALTH, EDUCATION AND WELFARE
OFFICE OF EDUCATION
• BUREAU OF ADULT, VOCATIONAL, AND TECHNICAL EDUCATION
DIVISION OF VOCATIONAL AND TECHNICAL EDUCATION
• NATIONAL CENTER FOR EDUCATIONAL STATISTICS
DIVISION OF SURVEY PLANNING AND ANALYSIS

JUNE 1972

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(Cover Design by Carolyn M. Guy)

FOREWORD

In recent years, increased attention and concern have focused on providing the disadvantaged and the handicapped with vocational education programs to prepare them for meaningful careers. The Vocational Education Amendments of 1968 specifically allocates the expenditure of 25 percent of the basic grant to States for this purpose.

This publication provides Federal standards of definitions, specific requirements of the Vocational Education Amendments of 1968, and classification systems for identifying the disadvantaged and the handicapped. It is a revision of the pamphlet *Suggested Utilization of Resources and Guidance for Expenditures* (SURGE) which was distributed in 1970. The prime purpose of these guidelines is to serve as a basis for establishing compatibility among the States in planning, implementing, and evaluating programs and services for persons who have special needs and in reporting enrollments and other pertinent information.

The identification and recruitment of disadvantaged and handicapped youth and adults as well as the provision of services to these groups require the efforts and support of all educational personnel in all parts of the State. It is hoped that the information in this guide will be of assistance to teachers and other educational staff in determining who are the disadvantaged and the handicapped and what measures can be taken under the Vocational Education Amendments of 1968 which will enhance their chances of success in pursuing a career.

This publication was developed under the direction of Robert Calvert, Jr., Chief of the Adult and Vocational Education Surveys Branch, National Center for Educational Statistics and Sherrill D. McMillen, Chief State Programs and Services Branch of the Bureau of Adult, Vocational, and Technical Education and was prepared by Evelyn R. Kay of NCES and by Barbara H. Kemp and Frances G. Saunders of BAVTE. The classification systems for the disadvantaged and the handicapped were developed by Systems Sciences Incorporated on contract with the Center. Throughout the development of the classification systems, technical assistance and guidance were provided by Harold Duis of BAVTE; Al Lichtenberger and John Putnam of NCES; Lois Elliott and George Klinkhamer of the Bureau of Education for the Handicapped; and Morris B. Ullman, formerly of the Center. During the preparation of these guidelines, suggestions were received from State supervisors for programs for the disadvantaged and the handicapped. Many of these suggestions have been incorporated in this publication.

Robert M. Worthington
Associate Commissioner for Adult,
Vocational, and Technical Education

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INTRODUCTION

One of the objectives of the Vocational Education Amendments of 1968 is to provide meaningful vocational education to individuals who, because of a handicapping condition, are not able to succeed in a regular vocational education program. Expenditure and program accountability compliance with this law requires at least 10 percent of the basic State grants be set aside for the physically, mentally, or emotionally handicapped and 15 percent for the academically and socioeconomically disadvantaged.

National productivity and other economic benefits that may be realized from providing access to successful vocational education are commingled with the social objectives of the Federal government. These objectives include breaking the cycle of poverty and maintaining human dignity through productive employment.

The Vocational Education Amendments of 1968 present an unlimited challenge for States and their school districts to provide special programs and services to ensure vocational education success for the disadvantaged and the handicapped. To translate that challenge into administrative practicability, it is essential to have certain minimum information. For example, data on numbers of persons served, classified by type of disadvantage or handicap, are needed to permit evaluation and analysis of expenditure of funds in relation to effectiveness of programs. Such information is also needed to assist in future planning for vocational education funds granted to the States.

To the extent data demands have been placed on the States, the State reports to the U.S. Office of Education have been responsive. These annual reports are generally consistent with the guidance provided by the 1970 issue of SURGE 1/. SURGE was primarily aimed at providing methods of implementation rather than providing a means to identify and classify the disadvantaged and the handicapped. It was incumbent on the States to provide their own identification and classification system with the result that data on the disadvantaged and handicapped are not readily comparable among the States. These guidelines are the result of the need to develop an identification and classification system for use by the States for comparability in annual reporting.

1/ *Suggested Utilization of Resources and Guide for Expenditures*, Bureau of Adult, Vocational and Technical Education, U.S. Office of Education, February 1970.

Definitions Provided by Statute

The Vocational Education Amendments of 1968 1/ provided the following definitions of the disadvantaged and handicapped:

> /The term "disadvantaged" means/...persons (other than handicapped persons defined in section 108(6)) who have academic, socioeconomic, or other handicaps that prevent them from succeeding in the regular vocational education program;..../Sec. 122(a)(4)(A)/
>
> The term "handicapped", when applied to persons, means persons who are mentally retarded, hard of hearing, deaf, speech impaired, visually handicapped, seriously emotionally disturbed, crippled, or other health impaired persons who by reason thereof require special education and related services. /Sec. 108(6)/

In 1970, more inclusive definitions appeared in the *Federal Register:* 3/

(i) "Disadvantaged persons" means persons who have academic, socioeconomic, cultural, or other handicaps that prevent them from succeeding in vocational education or consumer and homemaking programs designed for persons without such handicaps, and who for that reason require specially designed educational programs or related services. The term includes persons whose needs for such programs or services result from poverty, neglect, delinquency, or cultural or linguistic isolation from the community at large, but does not include physically or mentally handicapped persons (as defined in paragraph (o) of this section) unless such persons also suffer from the handicaps described in this paragraph.

(o) "Handicapped persons" means mentally retarded, hard of hearing, deaf, speech impaired, visually handicapped, seriously emotionally disturbed, crippled, or other health impaired persons who by reason of their handicapping condition cannot succeed in a vocational or consumer and homemaking education program designed for persons without such handicaps, and who for that reason require special educational assistance or a modified vocational or consumer and homemaking education program.

2/ Public Law 90-576.

3/ *Federal Register*, Vol. 35, No. 91, Part II. Saturday, May 9, 1970, Section 102.3--Definitions, p. 7335.

Attributes of a Regular Vocational Education Program

The wording of the Vocational Education Amendments of 1968 has made it necessary for the U.S. Office of Education to establish a working statement for the term regular vocational education program. One or more of the following attributes may apply to the requirements of a State to identify a regular vocational education program:

* A regular vocational education program is one that is planned and operated and meets established standards for similar programs within the rules and regulations of the State Board of Education and other certifying or licensing agencies.

* A regular vocational education program has an established rate of progress which is expected of all students. The objectives of the program are identified in terms of specific occupational skills; completion of the program depends upon the ability of the student to reach the program objectives within the specific period of time allotted.

* A regular vocational education program usually has entrance requirements, such as reading ability at a specific grade level, computational knowledge and skills at a specific grade level, and physical abilities which will permit the student to use standard facilities and equipment.

SPECIFIC REQUIREMENTS
OF THE VOCATIONAL EDUCATION AMENDMENTS OF 1968

The Vocational Education Amendments of 1968 are restrictive in specifying eligibility for the disadvantaged or handicapped to avoid dissipation or commingling of earmarked funds in regular vocational education programs. However, once a person is identified as needing special help to succeed, the form or type of vocational education actions authorized to overcome the disadvantage or handicap is essentially unrestricted. Requirements of the statute specify (1) that the inability to succeed in a regular vocational program be the basis for identifying the disadvantaged and handicapped; (2) that individuals, not groups, be so identified: and (3) that the inability to succeed be a result of a condition and not a cause. These requirements are discussed more fully in the following sections.

Inability to Succeed in Regular Program

The basic criterion for receiving special services or a program modification is the inability to succeed in a regular program without special assistance. Congress intended that special assistance be provided to those persons who have disadvantages or handicaps which prevent them from succeeding in a regular program designed for the "normal" or "average" person. Under this criterion, a person would not be identified as disadvantaged because of poverty, neglect, delinquency, race, or any other reason. Similarly, a person would not be identified as handicapped unless his physical or mental handicap prevents him from succeeding in a regular program designed for persons without such handicaps. If a person is succeeding or can be expected to succeed in a vocational program without special assistance, he should not be identified as disadvantaged or handicapped.

In summary, for an individual to be identified as disadvantaged or handicapped, it is necessary to satisfy two conditions:

* The person is not succeeding or cannot be expected to succeed
* His disability is a contributing factor to his lack of success.

Measurement of success or probability of success is not simple. The legislation and the regulations provide that the success criteria be determined by the States to allow maximum flexibility in determining who should qualify for these programs. This recognizes that measurement of "success" varies among States, among programs and courses within States, and among levels of instruction.

Some of the more commonly used criteria for measuring success or ability to succeed include over-age in grade, level of academic performance, performance on one of several different achievement tests, and the like. Many States have classified anyone who has dropped out of school before completing an educational program as disadvantaged. The justification presumes that a dropout lacks adequate educational background to perform successfully in the vocational education program.

All these criteria--age in grade, test scores, academic performance, etc.--are acceptable indicators of inability to succeed. The intent of the statute is to provide ready access to vocational training or retraining to "persons of all ages in all communities." Each student should be given support and assistance to develop his abilities to the fullest.

Individuals, Not Groups

The statute is specifically directed to individuals. The statute is not directed to any person or group outside the vocational education inability-to-succeed context, no matter how apparent the group's common characteristics.

Similarly, residence in a target area, such as a ghetto or an economically depressed area, is not sufficient grounds for classifying a person as disadvantaged for purposes of the statute. His residence in a target area may be and very likely is at least a contributing cause to the person's disadvantagement. However, the "scatter-gun" approach of identifying persons to be disadvantaged primarily by their accident of residence in a low-income target area is inconsistent with the precise purpose of providing a meaningful vocational education to all disadvantaged individuals.

Target areas may be identified only for administrative purposes because the most efficient expenditure of disadvantaged and handicapped money is more likely to occur in such areas. These areas usually contain a high number of disadvantaged and handicapped persons and, from cost-benefit perspectives, programs may be formulated to benefit more people at lower per capita cost than in nontarget areas. However, the statute is not concerned with demographic concentrations and ease of administration. On the contrary, the statute makes special provisions that even the most difficult individual cases within these areas should receive special help, both administratively and professionally, to ensure vocational education success.

Cause and Effect

The *Federal Register* definition of the disadvantaged states that the term includes persons whose needs for specially designed educational programs and services result from poverty, neglect, delinquency, etc. The phrase "result from" may be paraphrased by "are caused by."

Many persons can perform successfully in vocational education programs even though they are poor, neglected, linguistically isolated, or a member of a minority group. Many are motivated to success in education because of their poverty and as a means of escaping from poverty. To identify the cause of a disadvantagement may place an unnecessary, unusual, and perhaps impossible burden on the teachers who must make the identification. This is particularly true for such causes of disadvantagement as poverty, neglect, and cultural isolation when a student is succeeding in vocational education despite such impediments.

Therefore, under the specifications of the statute, special programs and other forms of assistance to the disadvantaged may not be formulated on the sole basis that a person is black, Spanish, poor, a migrant, or for any other cause. Rather, services and remedial action must be designed or modified to overcome specific effects, such as academic deficiencies or motivational problems, as identified by the teacher or the counselor. For example, special tutorial help may be required to overcome a handicap to successful vocational education created by the fact that a student is not competent in English (the effect recognized by a teacher) because it is not the language spoken in the home (the cause). Vocational education funds are available for English language assistance to the student to remedy the effect, but the same funds would not be available to remedy the cause; that is, to provide supplementary English language instruction to all members in the home unless they were all enrolled in vocational education programs and needed the special assistance.

It is recognized that treatment of specific effects frequently requires knowledge of their causes. Where appropriate, causes may therefore be identified, but only to the degree that such knowledge helps the individual. The specific objective of the provisions under the statute is to ensure vocational education success to all; other statutes and other funds are concerned with broader social obligations.

In summary, identification of the disadvantaged and handicapped must substantiate that individuals so identified are not succeeding or can not be expected to succeed in a vocational education program without assistance. Knowledge of the reasons or causes for the situation are relevant only to assist him in overcoming the effect. Remedial actions or programs should be designed to treat the effects caused by a disadvantagement.

IMPLEMENTING SERVICES AND PROGRAMS

The general principle for funding services and programs for the disadvantaged and handicapped is that "persons of all ages in all communities" should have ready access to vocational training or retraining. Support and assistance should be provided as necessary to develop abilities of students and to enable them to participate successfully in the vocational education program of their choice.

To the maximum extent possible, persons identified as disadvantaged or handicapped should be integrated into the regular vocational education program. Ancillary or supportive services needed to help a person succeed in these programs may be provided by Federal vocational education funds or by other cooperating agencies or organizations. Separate or modified vocational education programs for the disadvantaged or handicapped should be set up only when it is in the best interest of the student.

The following sections describe some uses of Federal funds, types of services that may be provided, and cooperating agencies.

Uses of Federal Funds for Vocational Education

The Vocational Education Amendments of 1968 stipulate the use of Federal funds for the purpose of assisting the disadvantaged and the handicapped to succeed in vocational education programs. The statute reads as follows:

> Section 122(a)--Grants to States under this part may be used, in accordance with State plans approved pursuant to Section 123, for the following purposes:
>
> /Disadvantaged/
> ...(c)(1) At least 25 per centum of that portion of each State's allotment of funds appropriated under section 102(a) for any fiscal year beginning after June 30, 1969, which is in excess of its base allotment shall be used only for the purpose set forth in paragraph (4)(A) of subsection (a): Provided, That for any such fiscal year the amount used for such purpose shall not be less than 15 per centum of the total allotment of such funds for each State, except as any requirement under this paragraph may be waived for any State by the Commissioner for any fiscal year upon his finding that the requirement imposes a hardship or is impractical in its application.

/Handicapped/
...(c)(3) At least 10 per centum of each State's allotment of funds appropriated under section 102(a) for any fiscal year beginning after June 30, 1969, shall be used only for the purpose set forth in paragraph (4)(b) of subsection (a).

More simply stated, the law provides that set-aside Federal funds shall be expended to assist the disadvantaged and the handicapped to succeed in a vocational education program. These expenditures are separate from and do not include basic grant funds expended for a regular vocational education program. Only services over and above those provided in regular programs can be considered special services and may be paid for out of set-aside funds. For purposes of this accounting, the definition of disadvantaged and handicapped shall be the sole basis for identifying individuals.

If the school (or place or study) is used exclusively by students who have been identified or diagnosed as having a need for specialized staff, special educational materials or equipment, and supportive services to succeed in the regular vocational education program, the total school program may be funded from the disadvantaged and/or handicapped set-aside funds.

Certain expenditures for the disadvantaged and/or handicapped may not be spent from the vocational set-aside funds. For example, disadvantaged funds may not be spent to provide regular vocational education students and/or programs in economically depressed communities which did not have such programs available prior to the enactment of the Vocational Education Amendments of 1968. Similarly, food, lodging, and medical and dental services, while necessary for the well-being of individuals, are not allowable expenditures of Federal vocational education funds.

Types of Services that may be Funded

The following list provides some examples of the types of services that may be funded under the Vocational Education Amendments of 1968:

Advisory/coordinating committees--required to help formulate programs, to act as liaison between school and community, and to support legislation. The following costs are allowable:

- Formation and servicing of the Advisory Committee for the Disadvantaged and the Advisory Committee for the Handicapped
- Formation and participation in state and local coordinating committees, including clerical help, travel expenses, and salaries of faculty members to attend meetings.

Survey/evaluations--conducted by staff members or on contract

- Identification of disadvantaged or handicapped population and the geographical areas in which they are concentrated
- Employment opportunities for disadvantaged/handicapped youth and adults
- Effectiveness of methods, materials, equipment, and techniques used in providing vocational education programs for disadvantaged/handicapped persons
- Identification of other agencies, organizations, or individuals concerned with the disadvantaged/handicapped and the extent to which they provide vocational education

Recruitment/promotional activities--designed to reach disadvantaged/handicapped persons and potential employers and to develop community participation and support

- Advertising through newspaper or television
- Announcements through posters, flyers, brochures, and other visual presentation
- Speaking engagements with community groups, local chapters of social welfare organizations

Identification of disadvantaged and handicapped--needed to identify and classify specific problems of individual student

- Counseling service for student and/or his family including salaries for time over regular duties
- Preparation of diagnostic and evaluation tools
- Education testing to determine academic level, interest, and abilities
- Vocational or work evaluation

Staff development--required to prepare teachers to work with disadvantaged and handicapped students

- Teacher training programs, including pre-service and inservice training
- Travel costs and salaries of faculty members to attend seminars, conferences, workshops, and special institutes

Scheduling modifications--needed to provide additional time for faculty to assist identified disadvantaged/handicapped students. Additional faculty time and related expenses may be required when any of the following situations occur:

- Extension of school day, week, or year
- Addition of another semester
- Instruction on an individual basis
- Flexible scheduling of students to permit program entrance/exit appropriate with progress

Curriculum modifications--required to enable individual students to continue in regular vocational education program by assisting them to compensate for the disadvantagement or handicap

- Allocation of additional time to develop skill
- Specially designed work books or text books
- Task analysis of occupations to identify possible modification in instruction, equipment, or methods

Curriculum development--required to provide students with a specially designed program to suit their individual needs

- Research, experimental, and demonstration projects
- Contracts with consultants, specialists, or teachers
- Salaries of teaching staff and curriculum specialists
- Individualized learning packages
- Orientation programs to develop social skills, attitudes, and consumer education
- Orientation programs to observe various occupations
- Special supplies and instructional materials

Equipment modification for the handicapped

For the visually handicapped:	Instruction in Braille Large print materials Signals which use sound rather than sight Special safety devices, such as guard rails around moving parts of a machine
For the deaf and hard of hearing:	Printed rather than verbal instructions Signals which use sight rather than sound Sound amplification devices
For the orthopedically handicapped:	Adaptations of regular equipment, such as handcontrols added to machines usually operated by foot controls Special desks and work tables for students in wheel chairs Ramps for students who cannot use stairs
For the mentally retarded:	Simplified equipment Simplified instruction guides and manuals
For the cardiac and other physically impaired:	Additional facilities for rest rooms Handrails in washrooms and in corridors

Supplemental educational services 4/--designed to assist students in regular or special vocational programs

- Psychological services to test, diagnose, and evaluate emotional and mental problems
- Guidance and counseling services, including referral and followup services
- Job placement services, including job finding and employment followup
- Tutorial services
- Transportation services, in addition to those provided regular students
- Family counseling services related to vocational program of student
- Special services for the disadvantaged, such as bilingual instruction and bicultural orientation
- Special services for the handicapped, such as reader services for the visually handicapped, interpreter services for the deaf, guide services to assist physically handicapped

Facilities--required for reaching and teaching disadvantaged/handicapped students

- Purchase/rental and operation of mobile units to serve as classrooms, diagnostic centers, or counseling and guidance units
- Rental of nonpublic space to serve as classrooms in locations more accessible to the population
- Contracts with private nonprofit schools which can provide programs and services more effectively and economically than public schools 5/

Business community cooperation--required to enlist support of goals of vocational education for the disadvantaged and handicapped through job offers, teacher training and upgrading of skills. The following costs are allowable:

- Additional staff to coordinate, supervise, and guide work experience or work study programs
- Arrangements for summer jobs in private business firms for teachers to update their knowledge and skills

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4/ Some of these supplemental services are available for handicapped persons through various other public agencies. These sources should be used whenever possible.

5/ *Federal Register*, op.cit., Section 102.66, p. 7347 and Section 102.79, p. 7348

Cooperation with Others

Some services and programs for the disadvantaged and handicapped may be available through other Federal, State, or local public and private organizations. The *Federal Register* 6/ specially requires that the State provide cooperative arrangements with the public employment service system; with State agencies responsible for the education of the handicapped; with other agencies, organizations, and institutions; and with other States. Because of limitations of funds, resources, and qualified staff, the most economic and efficient means of overcoming disadvantaged and handicapped conditions is through the cooperative efforts of all agencies involved. Another advantage in coordinating with others is the restriction placed by Federal legislation on the use of vocational education funds. Other organizations may be able to provide the technical and financial resources which may enable the formerly disadvantaged or handicapped student to succeed in a regular vocational education program.

Disadvantaged: The following list provides examples of the types of organizations and agencies that vocational education administrators may contact in order to coordinate programs and services for the disadvantaged:

Federal agencies (State and local offices)

- Vocational Rehabilitation Agency
- Bureau of Indian Affairs
- Immigration and Naturalization Services
- Social Security Administration
- Veterans Administration
- Employment Services
- Manpower Development and Training Administration
- Model Cities
- JOBS--National Alliance of Businessmen
- Job Corps
- National Youth Corps
- Community Action Program

Educational community groups (public and private)

- Compensatory Education--ESEA Title I programs
- Adult basic education
- Parent-Teacher Associations
- Private nonprofit schools
- Library services
- Opportunities Industrialization Centers
- Migrant
- Bilingual
- Dropout prevention

Institutions for the neglected and delinquent

- Correctional institutions
- Reform schools
- Orphanages
- Foster homes
- Halfway houses

6/ *Federal Register*, op.cit., Section 102.40--Cooperative Arrangement, p. 7342.

Business/industrial community groups

Employers
Private employment agencies
Trade/labor unions

Special-interest groups

National Association for the Advancement of Colored People
Congress of Racial Equality
Urgan League
League of United Latin American Citizens
American GI Forum
Services Employment Redevelopment
Association of Mexican American Educators
Indian Tribal Councils
American Indian Education Association
Other social or welfare agencies, such as church, Jewish Community Center, YWCA

ındicapped: In addition to many of the above organizations and agencies, the following list provides examples of the types of groups that may be contacted to increase coordination of programs and services for the handicapped:

State agencies(local offices)

Governor's Committee for Employment of the Handicapped
Department of Welfare
Public health agency
Mental health agency
State agency for the blind
State agency for the deaf
Family service agency

Private nonprofit organizations

Mental health associations
Mental retardation associations
Associations for the blind
Associations for the deaf
Crippled Childrens Society
Veterans groups
Goodwill Industries

Citizens organizations

Civic organizations such as Kiwanis, Lions, Rotary, Elks
Parents organizations for specific handicapped groups

Health professionals, such as physicians, psychologists, nurses

CLASSIFICATION SYSTEM FOR THE DISADVANTAGED

The classification system for the disadvantaged is designed to include all persons who have academic, socioeconomic, or other handicaps that prevent them from succeeding in a regular vocational education program. In order to assist an individual to succeed, one or more of the allowable special services should be provided to maximize the likelihood of his successful completion of a vocational program.

To be eligible for special vocational programs, program modifications, and related services under the 15-percent set-aside funds for the disadvantaged, an individual shall fulfill the following conditions:

* He is excluded from a regular vocational program because of the effects of a disadvantagement, or
* He shows evidence of being unable to succeed in a regular vocational program because of the effects of a disadvantagement, and
* The effects of the disadvantagement are identified by a qualified professional persons (teacher, counselor)

The categories of disadvantages have been selected for ease of identification and classification by the classroom teacher. The numbers assigned to each category may be used for reporting information to local and State administrators. Such information is essential for planning and analyzing the effectiveness of vocational education programs and supportive services provided for the disadvantaged. The statements following each category are provided as examples of the types of disadvantagements in that category. Every effort should be made to identify an individual in one of the three main categories and to use category 4.0 (other) sparingly.

1.0 Academically disadvantaged

These individuals are not succeeding or cannot succeed in a regular vocational education program because of at least one educational deficiency.

1.1 Language (speaking/comprehension) deficiency

Individuals in this group experience sufficient difficulty with verbal communication that their capacity to learn is significantly reduced. Persons in this category may have one or more of the following characteristics:

Poor speech and/or limited formal English vocabulary
Inability to use the formal language effectively in school
Serious language difficulties in any language

1.1.1 English is secondary language

Persons whose language deficiency can be remedied by teaching English as a foreign language

1.1.2 English is primary language

Persons whose language deficiency can be remedied by programs designed to increase language proficiency.

1.2 Reading and/or writing deficiency

Individuals in this group experience sufficient difficulty with reading and writing that their capacity to learn is reduced significantly. Persons in this category may have one or more of the following characteristics:

Poor reading ability and limited formal vocabulary
Inability to write or communicate in writing

1.2.1 English is secondary language

Persons whose reading/writing deficiency can be treated by teaching English as a foreign language or by programs designed to achieve proficiency.

1.2.2 English is primary language

Persons whose reading/writing deficiency can be treated best by programs designed to increase proficiency.

1.3 Computational deficiency

These individuals have an educational background in mathematics which is not adequate to perform at the level required by the vocational education program. Persons in this category may have one or more of the following characteristics:

Serious difficulties in comprehending computational concepts
Insufficient computational skill to compete effectively with peers

1.4 General educational deficiency

Individuals in this group have educational deficiencies which are principally responsible for their inability to succeed. Persons in this category may have one or more of the following characteristics:

- Low achievement scores
- Poor attendance records
- School dropout
- Potential school dropout
- Unaware of educational procedures and/or opportunities
- Lacks parental support and guidance because of parent's own lack of education

2.0 Socioeconomic or other nonacademic effect

These individuals, because of their background or experience, have developed attitudes which severely limit their ability to perform successfully in a vocational education program.

2.1 Hostile or defiant attitude

Individuals in this group exhibit excessive aggressive, antisocial, or disruptive behavior. Persons in this category may have one or more of the following characteristics:

- Higher incidence of involvement with the criminal justice system
- Defiance of rules and regulations
- Persistence in trying to dominate the scene
- Withdrawal from normal social intercourse
- Unrestrained behavior
- Socially assertive and unconventional
- Disruptive in school

2.2 Passive or apathetic attitude

Individuals in this group exhibit unusual lack of participation in and response to the learning situation. Persons in this category may have one or more of the following characteristics:

- No interest in learning or in school work
- Negative attitude toward learning
- Discouraged in school work
- Poor attendance records
- Lack of personal motivation, indifference
- Potential school dropout
- Persistently truant from home and school
- Poor relationship with others
- Very poor or negative self-image
- Overly sensitive to constructive criticism
- Lack of experience with successful examples of his own ethnic group
- Underachiever
- Other identified disadvantagements, such as ill health, poor nutrition, broken home, out-of-wedlock pregnancies, or underemployment

3.0 Economically disadvantaged

Individuals in this group are not succeeding or cannot succeed in a regular vocational education program for one or more economic reasons. The effects tend to be clear and obvious to a vocational educator, and the countermeasure may require joint efforts with welfare and similar personnel. Persons in this category may have one or more of the following characteristics:

Geographically isolated
Needs economic assistance to enter or stay in school
Unemployed or underemployed

4.0 Other remediable effects (specify)

This "catch all" category should be restricted to special situations of a local individualized nature. The effect of disadvantagement should be specified.

Groups of Individuals Most Apt to Show Effects of Disadvantagement

The only basis for identifying a student as disadvantaged is his inability to succeed in a regular vocational education program. Further, he should be identified as an individual who cannot succeed rather than as a member of a "disadvantaged" group. With these criteria in mind, the following groups are listed only as guidance for the teacher to identify the individuals who are most likely to have some effects of disadvantagement:

Persons, including veterans, with poor educational background
Semiskilled and unskilled workers receiving less than poverty level incomes
Persons in correctional institutions or in institutions for neglected children
Members of ethnic minority groups which have been discriminated against
Persons who have been isolated from cultural, educational, and/or employment opportunities
Persons, who, because of a combination of environmental, cultural, and historical factors, lack motivation for obtaining an education or a job skill
Persons who are dependent upon social services to meet their basic needs
Unwed teenage parents

Disadvantaged persons may also be identified as being members of certain areas which have been identified as "target" areas. Examples of areas which may be expected to have a high percent of disadvantaged individuals are as follows:

Economically depressed communities (low-income areas)
Areas of high youth unemployment
Areas of high rates of school dropouts
City ghettos
Public housing developments
Urban renewal areas
Model cities neighborhoods
Rural poverty areas
Mexican-American barrios
Puerto Rican enclaves
American Indian reservations
Migrant streams

Cause-Characteristics of the Disadvantaged

In formulating the classification system for the disadvantaged, special care was taken to keep the cause of a disadvantagement distinct from its effect in an educational context. However, it is important for Federal, State, and local educational planners to know the causes of the disadvantagement handicaps, as well as the effects which can be treated in the vocational education structure.

The statistical linkages provided through the cause-characteristics should enable vocational education planners at all levels of government to utilize judgement in formulating programs that can meet social objectives beyond the vocational education context. For example, knowing the number and ages of individuals in non-English speaking homes from the 1970 Census, a vocational planner can be guided either to exercise leadership in initiating English literacy projects in non-English speaking residential areas or to question the extensive use of vocational education funds for remedial English purposes when all reports show English as the primary home language.

The categories of cause-characteristics have been selected to describe attributes of all except the most unusual disadvantaged student, and to provide statistical data linkages that quantify the particular student population of interest. There is one exception to the latter criterion: No commonly accepted measures of "Geographic-transportation isolation" exist. In addition, the categories are not mutually exclusive. A vocational education student failing to succeed could trace his disadvantagement to causes stemming from being an American Indian, on welfare, from a non-English language background, a former high school dropout, and located in an isolated area.

In reporting on the disadvantaged, all of the cause-characteristics, as far as they are known by the teacher or counselor, should be identified for each individual being reported. By so doing, the hard-to-reach and the hard-to-teach groups which have been of special concern to Congress and to the National Advisory Council on Vocational Education will be identified. These categories are also important to various special-interest groups. Letter-and-number combinations have been assigned each category of cause-characteristics to distinguish them from the numerical system used for classifying the categories of the effects of disadvantagement.

A. Non-English language background

Students in this group come from home environments in which English is not the common language of communication.

A1 Spanish

A2 American Indian

A3 Eskimo

A4 French

A5 Other (specify)

B. Low-family income

B1 On welfare

The family or the person is dependent on social agencies for economic assistance.

B2 Not on welfare

Income of family or person is inadequate for basic needs which presents major obstacles to successful vocational education. Available standards for income measurement include the Office of Economic Opportunity standards and the family income levels (adjusted for family size) used by Bureau of Census "General Social and Economic Characteristics," tables 58, 90, and 107.

C. Dropouts

C1 Actual

Persons who left school for any reason before graduating or completing a program of study and without transferring to another school.

C2 Potential

Persons who may reasonably be expected to leave school for any reason before graduating or completing a program of study and without transferring to another school.

D. Migrant worker family

A migratory agricultural worker is one who has moved with his family from one school district to another during the past year in order that he or other members of his immediate family might secure employment in agriculture or in related food-processing activities.

E. Dependent, neglected, and/or delinquent youth

E1 Dependent and neglected youth

Dependent youth are those who have lost their homes through death or other natural causes. Neglected youth are those who are being abused by parent, guardian, or society in general as determined by court.

E2 Delinquent youth

Youth who have been declared delinquent by a court of appropriate jurisdiction.

F. Racial/ethnic groups

F1 Negro/black

F2 American Indian

F3 Spanish surnamed

F4 Other (specify)

G. Adults (persons beyond the age of compulsory school attendance)

G1 Functionally illiterate

Persons who have limited ability in communication and computational skills which prevent them from obtaining stable and adequate paid employment.

G2 Unemployed/underemployed

The unemployed are those who are not working but are looking for a job. The underemployed are those who are working less than full time at a job and wanting to work more.

G3 Offenders

Persons who are committed to or on release-status from a correctional institution.

H. Geographic-transportation isolated

Persons who have severely restricted access to transportation resources and/or who have cultural traditions against modern or innovative technology that inhibit personal and occupational mobility.

H1 Rural isolation

Persons in sparsely settled areas inadequately served by highways or public transportation, and with a tradition of self-reliance and subsistence existence in a non-cash economy with little access to cultural opportunities.

H2 Urban isolation

Persons in heavily populated areas whose mobility is restricted by social pressures or personal fears and/or who are inadequately served by public transportation within their ability to pay.

I. Other cause-characteristics (specify)

CLASSIFICATION SYSTEM FOR THE HANDICAPPED

The classification system for the handicapped is designed to include all persons with a physical or mental handicap who cannot or are not succeeding in a regular vocational education program. In order to assist an individual to succeed, one or more of the allowable special services should be provided to maximize the likelihood of his successful completion of a vocational program.

To be eligible for special vocational programs, program modifications, and related services under the 10 percent set-aside funds for the handicapped, an individual should fulfill the following conditions:

* He meets the criteria for classification as handicapped which have been established by the State Educational Agency for the categories included in the definition in the Vocational Education Amendments of 1968.

* He is diagnosed and classified by qualified professional persons.

* He is unable, because of his handicapping condition, to succeed in vocational programs designed for persons without such handicaps.

The categories of handicaps have been selected for ease of identification and classification by the classroom teacher. The numbers assigned to each category may be used for reporting information to local and State administrators. Such information is essential for planning and evaluating the effectiveness of vocational education programs and supportive services provided for the handicapped. The statements following each category are provided as examples of the types of handicaps in that category.

1.0 Mentally retarded

Individuals are considered to be mentally retarded when their rate of intellectual development is significantly less than the normal rate and their potential for academic achievement is estimated to be markedly less than that expected of persons with a normal rate of intellectual development.

Criteria for inclusion in these categories require professional diagnosis in which conditions, such as hearing loss, visual handicaps, emotional handicaps, learning disabilities, language handicaps, social and cultural deprivation, are ruled out as the primary cause of lack of ability to succeed.

1.1 Educable retarded

Individuals in this group have a rate of intellectual development which is approximately 45 to 75 percent of normal. They can be expected to achieve maximally at the sixth grade level in academic work. However, they can be educated and trained to enter the world of work in positions which formerly may have been considered beyond their capabilities.

The rate of intellectual development, and other criteria for inclusion in this category, must be that which is specified by State regulations.

1.2 Trainable retarded

Individuals in this group have a rate of intellectual development approximately 25 to 50 percent of normal and respond more slowly to education and training than do the Educable Retarded. Many can be trained for jobs which require single skills and in which adequate supervision is provided.

The rate of intellectual development, and other criteria for inclusion in this category, must be that which is specified by State regulations.

2.0 Learning disability

Individuals with this handicap exhibit a disorder in one or more basic psychological processes involved in understanding or using spoken or written language. These processes may be manifested in disorders of listening, thinking, talking, reading, writing, spelling, or simple computing. The term includes conditions which have been referred to as perceptual handicaps, brain injury, minimal brain dysfunction, dyslexia, development asphasis, etc. This category does not include learning problems which are primarily because of visual, hearing, or motor handicaps, mental retardation, emotional disturbances, or environmental disadvantages.

3.0 Seriously emotionally disturbed

Individuals with this handicap suffer from psychiatric disturbances which limit their ability to govern their own behavior. These disturbances are of such a nature and severity as to require one or more special educational or other type of services.

4.0 Orthopedically handicapped (crippled)

These individuals have a limited ability in self-mobility, sitting in a classroom, and/or using materials or equipment for learning because of muscular, skeletal, or neuro-muscular impairment.

5.0 Visually handicapped

These individuals are severely limited in their ability to see. State laws and regulations establish the criteria for diagnosis and classifications of visual disabilities.

5.1 Partially sighted

Using the criteria specified by the State, include in this group those individuals whose vision is limited even with correction to the extent that modifications must be made in program, equipment, materials, and/or facilities if they are to be able to succeed in the vocational program.

5.2 Blind

State laws define legal blindness. The extent of the visual disability is severe. Usually, the visual handicap is such that the individuals must depend, to a large extent, on his senses of touch and hearing rather than on his sense of sight.

6.0 Hearing impaired

Individuals in this group have a sense of hearing that is inadequate for success in the learning situation. State laws and regulations establish the criteria for diagnosis and classification of hearing disabilities.

6.1 Hard of hearing

Individual can hear and understand speech, but with difficulty. The speech must be loud and the individual must use a hearing aid, or lip reading along with a hearing aid, to supplement his own hearing.

6.2 Deaf

Even with the amplification of sound provided with a hearing aid, the individual is unable to hear and recognize all speech sounds.

7.0 Speech impaired

These individuals have speech patterns that differ from the normal to an extent which is noticeable. Some speech disorders are articulatory, vocal, stuttering, delayed speech, and speech disorders associated with cleft palate, hearing impairment, or cerebral palsy.

8.0 Other health impaired

This group of individuals have limited strength, vitality, and altertness because of chronic health problems such as heart conditions, tuberculosis, rheumatic fever, nephritis, infectious hepatitis, infectious mononucleosis, asthma, hemophilia, epilepsy, leukemia, diabetes, and other illnesses.

9.0 Multi-handicapped

Individuals in this group have a combination of handicapping conditions, each of which must be considered in planning programs or program modification.

SAMPLE TABLE SHELLS FOR REPORTING THE DISADVANTAGED AND THE HANDICAPPED

The following tables are examples of how to present statistical information on the disadvantaged and the handicapped based on the classification systems provided in this guide. The information should be generated by each teacher and/or counselor at the school level then combined to represent the school, the school district, the city/metropolitan area, and the State.

Sample Tables 1, 2, 3, and 4 are concerned with enrollment of students and other selected information. Sample Tables 5 and 6 are concerned with types of services provided, personnel involved, students served, and costs involved in providing services and personnel.

SAMPLE TABLE 1. -- ENROLLEMNT OF VOCATIONAL EDUCATION STUDENTS CLASSIFIED AS DISADVANTAGED, BY CAUSE-CHARACTERISTICS AND BY REMEDIABLE EFFECTS OF DISADVANTAGEMENT

STATE_____
DATE _____

CAUSE-CHARACTERISTICS	TOTAL ENROLLED	REMEDIABLE EFFECTS OF DISADVANTAGEMENT							
		ACADEMIC				SOCIOECONOMIC		ECONOMIC	OTHER (SPECIFY)
		SPEAK/ COMPREHEND 1.1	READ/ WRITE 1.2	COMPU-TATION 1.3	GENERAL 1.4	HOSTILE 2.1	PASSIVE 2.2	3.0	4.0
OTAL ENROLLMENT..... (UNDUPLICATED COUNT)									
NON-ENGLISH LANGUAGE BACKGROUND									
A1 SPANISH.....									
A2 AMERICAN INDIAN.									
A3 ESKIMO.....									
A4 FRENCH.....									
A5 OTHER (SPECIFY).									
LOW-INCOME FAMILY									
B1 ON WELFARE.....									
B2 NOT ON WELFARE..									
DROPOUTS									
C1 ACTUAL.....									
C2 POTENTIAL.....									
MIGRANT WORKER FAMILY									
DEPENDENT/NEGLECTED/ DELINQUENT YOUTH									
E1 DEPENDENT/NEGLECTED									
E2 DELINQUENT.....									
RACIAL/ETHNIC GROUP									
F1 NEGRO/BLACK.....									
F2 AMERICAN INDIAN..									
F3 SPANISH SURNAMED.									
F4 OTHER (SPECIFY)..									
ADULTS									
G1 ILLITERATES.....									
G2 UNEMPLOYED/UNDEREMPLOYED									
G3 OFFENDERS.....									
GEOGRAPHIC-TRANSPOR-TATION ISOLATED									
H1 RURAL ISOLATION..									
H2 URBAN ISOLATION..									
OTHER (SPECIFY)									

SAMPLE TABLE 2. - - ENROLLMENT OF VOCATIONAL EDUCATION STUDENTS CLASSIFIED AS DISADVANTAGED, BY LEVEL AND TYPE OF PROMOTION AND BY CAUSE-CHARACTERISTICS OF DISADVANTAGEMENT

STATE_____
DATE _____

CAUSE CHARACTERISTICS	LEVEL AND TYPE OF PROGRAM											
	TOTAL ENROLLED	ELEMENTARY		SECONDARY		POSTSECONDARY		ADULT		STATE RESIDENTIAL SCHOOLS	STATE INSTITUTION	OTHER
		REGULAR PROGRAM	SPECIAL PROGRAM	REGULAR PROGRAM	SPECIAL PROGRAM	REGULAR PROGRAM	SPECIAL PROGRAM	REGULAR PROGRAM	SPECIAL PROGRAM			
TOTAL ENROLLMENT..... (UNDUPLICATED COUNT)												
A NON-ENGLISH LANGUAGE BACKGROUND												
A1 SPANISH.....												
A2 AMERICAN INDIAN..												
A3 ESKIMO.....												
A4 FRENCH.....												
A5 OTHER (SPECIFY)..												
B LOW-INCOME FAMILY												
B1 ON WELFARE.....												
B2 NOT ON WELFARE...												
C DROPOUTS												
C1 ACTUAL.....												
C2 POTENTIAL.....												
D MIGRANT WORKER FAMILY.												
E DEPENDENT/NEGLECTED/ DELINQUENT YOUTH												
E1 DEPENDENT/NEGLECTED												
E2 DELINQUENT.....												
F RACIAL/ETHNIC GROUP												
F1 NEGRO/BLACK.....												
F2 AMERICAN INDIAN....												
F3 SPANISH SURNAMED...												
F4 OTHER (SPECIFY)												

SAMPLE TABLE 2. (CONTINUED)

CAUSE-CHARACTERISTICS	LEVEL AND TYPE OF PROGRAM												
	TOTAL ENROLLED	ELEMENTARY		SECONDARY		POSTSECONDARY		ADULT		STATE RESIDENTIAL SCHOOL	STATE INSTITUTION	OTHER
		REGULAR PROGRAM	SPECIAL PROGRAM	REGULAR PROGRAM	SPECIAL PROGRAM	REGULAR PROGRAM	SPECIAL PROGRAM	REGULAR PROGRAM	SPECIAL PROGRAM			
G ADULTS												
G1 ILLITERATES..												
G2 UNEMPLOYED/UNDEREMPLOYED												
G3 OFFENDERS....												
H GEOGRAPHIC-TRANSPORTATION ISOLATED												
H1 RURAL ISOLATION												
H2 URBAN ISOLATION												
I OTHER (SPECIFY)..												

SAMPLE TABLE 3. - ENROLLMENT OF HANDICAPPED STUDENTS IN VOCATIONAL EDUCATION, BY DEMOGRAPHIC CHARACTERISTICS AND BY MAJOR CATEGORIES OF HANDICAP

STATE _____
DATE _____

MAJOR CATEGORIES OF HANDICAP	TOTAL ENROLLMENT (UNDUPLICATED COUNT)	DEMOGRAPHIC CHARACTERISTICS											
		NON-ENGLISH LANGUAGE BACKGROUND			LOW-INCOME FAMILY		OUT-OF-SCHOOL YOUTH		RACIAL/ETHNIC GROUP			INADEQUATE TRANS	
		SPANISH	AMERICAN INDIAN	OTHER	ON WELFARE	NOT ON WELFARE	DROPOUTS	HOMEBOUND [1]	NEGRO/ BLACK	AMERICAN INDIAN	SPANISH SURNAMED	RURAL	URBAN
TOTAL ENROLLED.....													
1.0 MENTALLY RETARDED													
1.1 EDUCABLE RETARDED													
1.2 TRAINABLE RETARDED													
2.0 LEARNING DISABILITY...													
3.0 SERIOUSLY EMOTIONALLY DISTURBED.....													
4.0 ORTHOPEDICALLY HANDICAPPED (CRIPPLED)...													
5.0 VISUALLY HANDICAPPED													
5.1 PARTIALLY SIGHTED.													
5.2 BLIND.....													
6.0 HEARING IMPAIRED													
6.1 HARD OF HEARING...													
6.2 DEAF.....													
7.0 SPEECH IMPAIRED.....													
8.0 OTHER HEALTH IMPAIRED.													
9.0 MULTI-HANDICAPPED.....													

1/ AS SPECIFIED BY STATE REGULATION

SAMPLE TABLE 4. - ENROLLMENT OF HANDICAPPED STUDENTS IN VOCATIONAL EDUCATION, BY LEVEL AND TYPE OF PROGRAM AND BY MAJOR CATEGORY OF HANDICAP

STATE_____
DATE _____

MAJOR CATEGORIES OF HANDICAP	LEVEL AND TYPE OF PROGRAM											
		ELEMENTARY		SECONDARY		POSTSECONDARY		ADULT				
	TOTAL ENROLLED	REGULAR PROGRAM	SPECIAL PROGRAM	REGULAR PROGRAM	SPECIAL PROGRAM	REGULAR PROGRAM	SPECIAL PROGRAM	REGULAR PROGRAM	SPECIAL PROGRAM	STATE RESIDENTIAL SCHOOLS	STATE INSTITUTIONS	OTHER
TOTAL ENROLLMENT..... (UNDUPLICATED COUNT)												
1.0 MENTALLY RETARDED												
1.1 EDUCABLE RETARDED...												
1.2 TRAINABLE RETARDED..												
2.0 LEARNING DISABILITY.....												
3.0 SERIOUSLY EMOTIONALLY DISTURBED.....												
4.0 ORTHOPEDICALLY HANDICAPPED (CRIPPLED).....												
5.0 VISUALLY HANDICAPPED												
5.1 PARTIALLY SIGHTED...												
5.2 BLIND.....												
6.0 HEARING IMPAIRED												
6.1 HARD OF HEARING.....												
6.2 DEAF.....												
7.0 SPEECH IMPAIRED.....												
8.0 OTHER HEALTH IMPAIRED...												
9.0 MULTI-HANDICAPPED.....												

STATE _____
DATE _____

SAMPLE TABLE 5. - SERVICES PROVIDED VOCATIONAL EDUCATION STUDENTS CLASSIFIED AS DISADVANTAGED, BY NUMBER OF PERSONNEL INVOLVED, STUDENTS SERVED, AND COST OF SERVICES

ENROLLMENT (UNDUPLICATED COUNT) SECTION 102(A) _____
PART B _____

SERVICES	NUMBER OF PERSONNEL INVOLVED	NUMBER OF STUDENTS SERVED	COST
INSTRUCTIONAL SERVICES			
VOCATIONAL EDUCATION INSTRUCTORS			
FULL TIME.....			
PART TIME.....			
BASIC EDUCATION TEACHERS			
FULL TIME.....			
PART TIME.....			
READERS/INTERPRETERS			
FOR BILINGUAL STUDENTS.....			
FOR BLIND STUDENTS.....			
FOR DEAF STUDENTS.....			
FOR OTHER STUDENTS (SPECIFY).....			
REMEDIAL TEACHERS/THERAPISTS.....			
INSTRUCTIONAL AIDS/TUTORS.....			
INSTRUCTIONAL MATERIALS.....			
EDUCATIONAL TESTING AND DIAGNOSIS...			
EXTENDED SCHOOL DAY/WEEK/TERM.....			
FACULTY (EXTENDED OR OVERTIME)....			
FACILITIES (ADDITIONAL COSTS).....			
OTHER INSTRUCTIONAL SERVICES.....			
TOTAL COST.....			
SUPPORTIVE SERVICES			
GUIDANCE AND COUNSELING.....			
WORK PERFORMANCE EVALUATION/FOLLOWUP			
SOCIAL WORK & FAMILY INVOLVEMENT....			
MOBILE UNITS (NO. OF UNITS___).....			
TRANSPORTATION.....			
FIELD TRIPS & OTHER SPECIAL ACTIVITIES			
OTHER SUPPORTIVE SERVICES.....			
TOTAL COST.....			
FACILITIES AND EQUIPMENT			
SPACE RENTAL OR PRORATED COSTS.....			
MODIFICATION OF FACILITIES.....			
VOCATIONAL PROGRAM EQUIPMENT.....			
MODIFICATION OF EQUIPMENT.....			
FACILITIES MAINTENANCE COSTS.....			
OTHER FACILITIES & EQUIPMENT.....			
TOTAL COST.....			

SAMPLE TABLE 5. (CONTINUED)

SAMPLE TABLE 5. SERVICES PROVIDED VOCATIONAL EDUCATION STUDENTS CLASSIFIED AS DISADVANTAGED BY NUMBER OF PERSONNEL INVOLVED, STUDENTS SERVED, AND COST OF SERVICE

ENROLLMENT (UNDUPLICATED COUNT) SECTION 102(A) _____
PART B _____

SERVICES	NUMBER OF PERSONNEL INVOLVED	NUMBER OF STUDENTS SERVED	COST
RECRUITMENT & ENROLLMENT			
ROMOTIONAL MATERIAL, ADVERTISING, ETC. ...			
DENTIFICATION OF STUDENTS			
ATA COLLECTION AND ANALYSIS			
NLISTING AND MAINTAINING COMMUNITY SUPPORT			
THER RECRUITMENT & ENROLLMENT			
TOTAL COST			
OB PLACEMENT & FOLLOWUP			
OMMUNITY & EMPLOYER SURVEYS			
ABOR UNION LIAISON			
DDITIONAL STAFF			
THER JOB PLACEMENT & FOLLOWUP			
TOTAL COST			
NDIRECT COSTS ESSENTIAL TO PROGRAM			
DMINISTRATION AND SUPERVISION (ITEMIZE)...			
URRICULUM DEVELOPMENT (ITEMIZE)			
ONSULTANTS (ITEMIZE)			
EACHER TRAINING (ITEMIZE)			
THER INDIRECT COSTS			
TOTAL COSTS			
THER EXPENDITURES (ITEMIZE)			
RAND TOTAL COST			

STATE_____
DATE _____

SAMPLE TABLE 6. - SERVICES PROVIDED VOCATIONAL EDUCATION STUDENTS CLASSIFIED AS HANDICAPPED, BY NUMBER OF PERSONNEL INVOLVED, STUDENTS SERVED, AND COST OF SERVICES

ENROLLMENT (UNDUPLICATED COUNT) PART B _____

SERVICES	NUMBER OF PERSONNEL INVOLVED	NUMBER OF STUDENTS SERVED	COST
INSTRUCTIONAL SERVICES			
VOCATIONAL EDUCATION INSTRUCTORS			
FULL TIME.....			
PART TIME.....			
BASIC EDUCATION TEACHERS			
FULL TIME.....			
PART TIME.....			
READERS/INTERPRETERS			
FOR BILINGUAL STUDENTS.....			
FOR BLIND STUDENTS.....			
FOR DEAF STUDENTS.....			
FOR OTHER STUDENTS (SPECIFY).....			
REMEDIAL TEACHERS/THERAPISTS.....			
INSTRUCTIONAL AIDS/TUTORS			
INSTRUCTIONAL MATERIALS.....			
EDUCATIONAL TESTING AND DIAGNOSIS...			
EXTENDED SCHOOL DAY/WEEK/TERM.....			
FACULTY (EXTENDED OR OVERTIME)....			
FACILITIES (ADDITIONAL COSTS).....			
OTHER INSTRUCTIONAL SERVICES.....			
TOTAL COST.....			
SUPPORTIVE SERVICES			
GUIDANCE AND COUNSELING.....			
WORK PERFORMANCE EVALUATION/FOLLOWUP			
SOCIAL WORK & FAMILY INVOLVEMENT....			
MOBILE UNITS (NO. OF UNITS___).....			
TRANSPORTATION.....			
FIELD TRIPS & OTHER SPECIAL ACTIVITIES			
OTHER SUPPORTIVE SERVICES.....			
TOTAL COST.....			
FACILITIES AND EQUIPMENT			
SPACE RENTAL OR PRORATED COSTS.....			
MODIFICATION OF FACILITIES.....			
VOCATIONAL PROGRAM EQUIPMENT.....			
MODIFICATION OF EQUIPMENT.....			
FACILITIES MAINTENANCE COSTS.....			
OTHER FACILITIES & EQUIPMENT.....			
TOTAL COST.....			

SAMPLE TABLE 6. (CONTINUED)

SAMPLE TABLE 6. - SERVICES PROVIDED VOCATIONAL EDUCATION STUDENTS CLASSIFIED AS HANDICAPPED, BY NUMBER OF PERSONNEL INVOLVED, STUDENTS SERVED, AND COST OF SERVICES

ENROLLMENT (UNDUPLICATED COUNT) PART B _____

SERVICES	NUMBER OF PERSONNEL INVOLVED	NUMBER OF STUDENTS SERVED	COST
RECRUITMENT & ENROLLMENT			
PROMOTIONAL MATERIAL, ADVERTISING, ETC. ...			
IDENTIFICATION OF STUDENTS			
DATA COLLECTION AND ANALYSIS			
ENLISTING AND MAINTAINING COMMUNITY SUPPORT			
OTHER RECRUITMENT & ENROLLMENT			
TOTAL COST			
JOB PLACEMENT & FOLLOWUP			
COMMUNITY & EMPLOYER SURVEYS			
LABOR UNION LIAISON			
ADDITIONAL STAFF			
OTHER JOB PLACEMENT & FOLLOWUP			
TOTAL COST			
INDIRECT COSTS ESSENTIAL TO PROGRAM			
ADMINISTRATION AND SUPERVISION (ITEMIZE) ..			
CURRICULUM DEVELOPMENT (ITEMIZE)			
CONSULTANTS (ITEMIZE)			
TEACHER TRAINING (ITEMIZE)			
OTHER INDIRECT COSTS			
TOTAL COST			
OTHER EXPENDITURES (ITEMIZE)			
GRAND TOTAL COST			

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